

Central Elementary

608 Johnson Road
Central, South Carolina 29630

Grades	K-5 Elementary School	
Enrollment	387 Students	
Principal	Dennis Somerville	864-639-2311
Superintendent	Dr. Mendel H. Stewart	864-855-8150
Board Chair	Mrs. Shirley Jones	864-855-1459

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	45	38	3	0

IMPROVEMENT RATING

AVERAGE

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	Yes
2004	Good	Good	Yes
2005	Good	Average	Yes

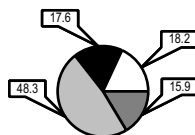
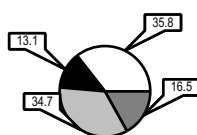
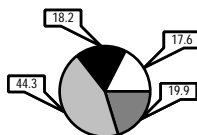
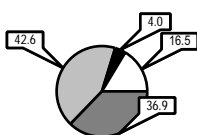
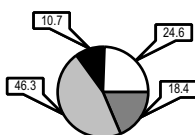
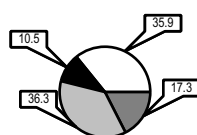
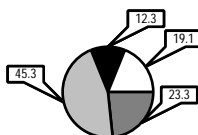
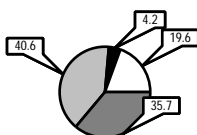
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	192	99.0	15.5	43.1	37.4	4.0	53.4	Yes	Yes
Gender									
Male	105	99.1	20.8	42.7	35.4	1.0	49.0		
Female	87	98.9	9.0	43.6	39.7	7.7	59.0		
Racial/Ethnic Group									
White	129	99.2	11.4	42.3	40.7	5.7	60.2	Yes	Yes
African American	28	100.0	20.8	54.2	25.0	0.0	37.5	I/S	I/S
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	27	96.3	40.0	45.0	15.0	0.0	20.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	158	99.4	9.8	41.3	44.1	4.9	60.8		
Disabled	34	97.1	41.9	51.6	6.5	0.0	19.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	192	99.0	15.5	43.1	37.4	4.0	53.4		
English Proficiency									
Limited English Proficient	27	96.3	42.1	36.8	21.1	0.0	26.3	I/S	I/S
Non-Limited English Proficient	165	99.4	12.3	43.9	39.4	4.5	56.8		
Socio-Economic Status									
Subsidized meals	95	97.9	27.3	50.6	20.8	1.3	37.7	Yes	Yes
Full-pay meals	97	100.0	6.2	37.1	50.5	6.2	66.0		

Mathematics – State Performance Objective = 36.7%									
All Students	192	100.0	17.6	44.3	19.9	18.2	54.0	Yes	Yes
Gender									
Male	105	100.0	19.6	43.3	17.5	19.6	53.6		
Female	87	100.0	15.2	45.6	22.8	16.5	54.4		
Racial/Ethnic Group									
White	129	100.0	14.5	42.7	22.6	20.2	61.3	Yes	Yes
African American	28	100.0	29.2	58.3	8.3	4.2	25.0	I/S	I/S
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	27	100.0	28.6	47.6	19.0	4.8	28.6	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	158	100.0	11.1	43.1	24.3	21.5	63.2		
Disabled	34	100.0	46.9	50.0	0.0	3.1	12.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	192	100.0	17.6	44.3	19.9	18.2	54.0		
English Proficiency									
Limited English Proficient	27	100.0	30.0	40.0	20.0	10.0	35.0	I/S	I/S
Non-Limited English Proficient	165	100.0	16.0	44.9	19.9	19.2	56.4		
Socio-Economic Status									
Subsidized meals	95	100.0	27.8	43.0	19.0	10.1	39.2	Yes	Yes
Full-pay meals	97	100.0	9.3	45.4	20.6	24.7	66.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	192	100.0	35.8	34.7	16.5	13.1	29.5
Gender							
Male	105	100.0	37.1	32.0	12.4	18.6	30.9
Female	87	100.0	34.2	38.0	21.5	6.3	27.8
Racial/Ethnic Group							
White	129	100.0	29.0	33.9	22.6	14.5	37.1
African American	28	100.0	58.3	41.7	0.0	0.0	0.0
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	27	100.0	61.9	38.1	0.0	0.0	0.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	158	100.0	27.8	36.8	19.4	16.0	35.4
Disabled	34	100.0	71.9	25.0	3.1	0.0	3.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	192	100.0	35.8	34.7	16.5	13.1	29.5
English Proficiency							
Limited English Proficient	27	100.0	60.0	35.0	0.0	5.0	5.0
Non-Limited English Proficient	165	100.0	32.7	34.6	18.6	14.1	32.7
Socio-Economic Status							
Subsidized meals	95	100.0	53.2	31.6	7.6	7.6	15.2
Full-pay meals	97	100.0	21.6	37.1	23.7	17.5	41.2

Social Studies							
All Students	192	100.0	18.2	48.3	15.9	17.6	33.5
Gender							
Male	105	100.0	18.6	46.4	15.5	19.6	35.1
Female	87	100.0	17.7	50.6	16.5	15.2	31.6
Racial/Ethnic Group							
White	129	100.0	14.5	45.2	21.8	18.5	40.3
African American	28	100.0	37.5	54.2	0.0	8.3	8.3
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	27	100.0	23.8	66.7	4.8	4.8	9.5
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	158	100.0	12.5	47.9	18.1	21.5	39.6
Disabled	34	100.0	43.8	50.0	6.3	0.0	6.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	192	100.0	18.2	48.3	15.9	17.6	33.5
English Proficiency							
Limited English Proficient	27	100.0	20.0	65.0	5.0	10.0	15.0
Non-Limited English Proficient	165	100.0	17.9	46.2	17.3	18.6	35.9
Socio-Economic Status							
Subsidized meals	95	100.0	31.6	51.9	7.6	8.9	16.5
Full-pay meals	97	100.0	7.2	45.4	22.7	24.7	47.4

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	67	98.5	9.7	33.9	48.4	8.1	56.5
	4	68	100.0	27.7	36.9	32.3	3.1	35.4
	5	70	100.0	19.1	45.6	35.3	N/A	35.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	64	98.4	17.2	31.0	44.8	6.9	51.7
	4	63	100.0	12.5	55.4	28.6	3.6	32.1
	5	65	98.5	16.7	43.3	38.3	1.7	40.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	67	100.0	19.0	46.0	30.2	4.8	34.9
	4	68	100.0	20.0	35.4	27.7	16.9	44.6
	5	70	100.0	32.4	42.6	8.8	16.2	25.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	64	100.0	16.9	49.2	18.6	15.3	33.9
	4	63	100.0	12.5	44.6	21.4	21.4	42.9
	5	65	100.0	23.0	39.3	19.7	18.0	37.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	64	100.0	35.6	35.6	20.3	8.5	28.8
	4	63	100.0	33.9	41.1	17.9	7.1	25.0
	5	65	100.0	37.7	27.9	11.5	23.0	34.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	64	100.0	5.1	59.3	22.0	13.6	35.6
	4	63	100.0	19.6	51.8	12.5	16.1	28.6
	5	65	100.0	29.5	34.4	13.1	23.0	36.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 387)				
First graders who attended full-day kindergarten	90.4%	Down from 98.3%	100.0%	100.0%
Retention rate	1.9%	Down from 3.4%	3.1%	3.0%
Attendance rate	96.9%	Up from 96.8%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.0%	Down from 10.8%	4.5%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.8%	Down from 10.7%	3.5%	3.2%
Eligible for gifted and talented	14.1%	Down from 14.9%	14.1%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.9%	Down from 10.8%	8.9%	8.2%
Older than usual for grade	1.0%	No change	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 28)				
Teachers with advanced degrees	75.0%	No change	53.3%	52.6%
Continuing contract teachers	92.9%	Down from 100.0%	86.4%	83.3%
Highly qualified teachers	92.3%	No change	92.6%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	90.8%	Up from 90.1%	88.2%	87.0%
Teacher attendance rate	93.5%	Down from 95.0%	95.2%	95.0%
Average teacher salary	\$47,023	Up 2.0%	\$41,528	\$41,703
Prof. development days/teacher	16.2 days	Down from 21.2 days	13.1 days	12.8 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	16.2 to 1	Down from 19.5 to 1	18.8 to 1	18.8 to 1
Prime instructional time	88.1%	Down from 89.7%	89.8%	89.8%
Dollars spent per pupil*	\$6,828	Up 2.7%	\$6,123	\$6,242
Percent of expenditures for teacher salaries*	62.3%	Down from 64.5%	66.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.1%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the 2004-05 school year, Central Elementary School's dedicated faculty/staff implemented excellent programs that successfully serviced the needs of a diverse population of 410 students in K4-Grade 5. Parent support, a strong SIC and PTO, and excellent community/business/university partnerships helped meet the challenges. Accomplishments were numerous: received the SC Palmetto Silver Award for achievement gain, recognized for closing the gap for historically under-achieving groups of students, and met all NCLB requirements for AYP (Adequate Yearly Progress) for all subgroups in the school. Forty-three students met criteria for the Duke University TIP Scholar Program. The school initiated new programs such as: "Boo-Hoo Breakfasts" for kindergarten parents/new families; a school-wide "Donuts for Dynamic Dads" and "Muffins for Marvelous Moms" led by CU's Football coach and wife; "Breakfast with Champs" for Good Citizens STARS and Principal's Cougar Hour Winners with parents and their champions; the SIC's "Take a Video Home Program" to support the CORE Essentials Character Program; school-wide field trips to the Polar Express and the Princess and the Pea; participation in the SCAAP Music and Art Assessment for Fourth Grade; and a SC Poetry Initiative with the SC National Heritage Corridor with on-site poets for fifth grade. Other successful programs were continued including a week-long Artist-in-Residence Program; a parent-led monthly student reading club; enrichment clubs for chess, chorus, tone chimes, track, Sprouting Wings, leadership/service clubs for Student Council, Safety Patrol, Library, and Reflections Team; Remediation Programs including Cougars Enjoy Success, Para Los Ninos, and ASC Homework Center. Student awards included chess champions, two State Elementary Honor Chorus participants, Governor's Citizenship Award, track team winners in the Annual Tiger Relays, five AOP Regional Science Fair Gold and Silver Medal Winners, recognition of summer readers, Geography Genius in State Competition, Spelling Bee Champ, Honor Roll Achievers, Governor's Reading Honor Roll, and AR winners. Service learning activities included Pennies for Patients, Central/Clemson Community Care, Jump Rope for Heart, Dollars for Disaster, Country Santa, United Way and Cancer Research contributions totaling over \$4,500. CES formed or maintained partnerships with two universities and numerous business/community partners including Wal-Mart; Honeywell Corp.; Spirit Nights at Wendy's, Pancho's and Chic-Fil-A; Michelin; Bi-Lo; Clemson Rotary Club; churches, and other valuable partners. Though the challenges of the year included loss of Title I assistants and one teaching position, CES gained a full-time instructional coach and a Reading Recovery teacher. The faculty participated in many professional growth activities including graduate courses offered on-site at CES; training in Write From the Beginning, Thinking Maps, EDU-Test, Achieve Now, AIMS Math/Science, Brain Research, and Reading Renaissance; and participation in faculty book chats for professional development and discussion. Several teachers represented the school at State and Regional Conferences; one teacher was nominated for the Disneyland Teacher Award; and Mrs. Linvill, retiring resource teacher, was named a semi-finalist for the SC Special Educator Teacher of the Year. As we continue to work closely with parents, community, and local business/university partners, we know we will continue to experience success and keep our Cougars "Wild About Learning!"

Cheryl Weatherford, SIC Chairman
Sue J. Rickman, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	29	67	55
Percent satisfied with learning environment	96.6%	92.3%	100.0%
Percent satisfied with social and physical environment	100.0%	82.1%	92.7%
Percent satisfied with school-home relations	93.1%	90.8%	86.8%

*Only students at the highest elementary school grade level at this school and their parents were included.